

MOON AREA SD

8353 University Boulevard

Professional Development Plan (Act 48) | 2024 - 2027

ACT 48

Chapter 4 establishes that each school entity shall submit to the Secretary for approval a professional education plan every 3 years as required under Chapter 49, Section 17(a). A school entity shall make its professional education plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Secretary.

Chapter 49.17, Continuing professional education, establishes that every school entity shall develop a continuing education plan that addresses the following requirements:

- a. Includes options for professional development including, but not limited to, activities such as: (i) graduate level coursework; (ii) obtaining a professionally related master's degree; (iii) department-approved in-service courses; (iv) curriculum development work; and (v) attendance at professional conferences.
- b. Defines terms used including, but not limited to, the following: (i) Professionally related graduate level coursework. (ii) Professionally related master's degree. (iii) Curriculum development work. (iv) Professional conferences.
- c. Developed as specified in section 1205.1 of the act in which the plan describes the persons who developed the plan and how the persons were selected.
- d. Submitted to the Secretary shall be approved by both the professional education committee and the board of the school entity.
- e. Includes a section which describes how the professional education needs of the school entity, including those of diverse learners, and its professional employees are to be met through implementation of the plan. The plan must describe how professional development activities will improve language and literacy acquisition for all students and contribute to closing achievement gaps among students.
- f. Includes a description of how the school entity will offer all professional employees opportunities to participate in continuing education focused on teaching diverse learners in inclusive settings.

g. A school district that contracts with a community provider to operate a prekindergarten program shall address in the school district's professional education plan how the school district will offer professional education opportunities to teachers in the community provider's prekindergarten program.

LEA provided professional education meets the education needs of that school entity and its professional employees, so that they may meet the specific needs of students. Professional education for all levels of an LEA should be based on sound research and promising practices that promotes educators' skills over the long term.

Exemplary professional education for staff:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

PROFILE AND PLAN ESSENTIALS

Moon Area School District

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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Barry Balaski	Superintendent	Administrator	Administration Personnel
Jessica Colangelo	Technology Support	Other	Administration Personnel
David Gallup	Assistant Director of Curriculum & Instruction	Administrator	Administration Personnel
Lauren Morgan	Director of Curriculum and Instruction	Administrator	Administration Personnel
Kellie Crago	Business Representative	Local Business Representative	School Board of Directors
David Faulk	Business Representative	Local Business Representative	School Board of Directors

Name	Title	Committee Role	Appointed By
Patrick Callahan	Community Member	Community Member	School Board of Directors
Sue Spade	Community Member	Community Member	School Board of Directors
Sarah Durham	Instructional Technology Specialist	Education Specialist	Education Specialist
Emily Smith	School Counselor	Education Specialist	Education Specialist
Sara McMillen	Teacher	Elementary Teacher	Teacher
Carlene Charochak	Teacher	Elementary Teacher	Teacher
Thomas Karczewski	Teacher	High School Teacher	Teacher
Matthew Marraway	Teacher	High School Teacher	Teacher
Janice Barthen	Teacher	Middle School Teacher	Teacher
Nichole Rojas	Teacher	Middle School Teacher	Teacher
Crystal Barr	Parent	Parent of Child Attending	School Board of Directors
Jason D'Alesio	Parent	Parent of Child Attending	School Board of Directors

DESCRIBE HOW MANY TIMES THE COMMITTEE MEETS IN A GIVEN YEAR, ANY SUBCOMMITTEES THAT ARE FORMED AND ANY OTHER RELEVANT INFORMATION REGARDING THE FUNCTION OF THE COMMITTEE.

The Professional Development Committee met five times over the course of the development of the goals and mission. Three of those meetings also included the entire Comprehensive Committee where updates, feedback, and further discussion occurred to establish a high level of communication and gather relevant input from a larger body of stakeholders. Members of the Professional Development Committee also serve as members on the district's Professional Staff Committee. This group is a contractually established committee consisting of teachers and administrators and meets one time per month each academic year. All pertinent information including, goals, action plans, and the mission of the PD Committee were shared and discussed in this setting as well.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

UNDERSTANDING GROWTH AND PROGRESS MONITORING WITHIN AN MTSS FRAMEWORK

Action Step	Audience	Topics to be Included	Evidence of Learning
MASD will develop an articulated assessment plan, in addition to an assessment calendar, that provides relevant information to all MASD stakeholders about the variety of assessments that are used, their purpose, and how staff use the results in each grade level and subject area to measure growth and make informed decisions about instruction that maximize student achievement.	Professional and administrative staff	Analysis of STAR student mastery and growth percentile data, Utilizing PVAAS projection data, implementing pre and post test protocols to track student growth, implementing and maintaining a system of flexible grouping for differentiated instruction within the classroom	Teachers will monitor student learning and report on findings within their SMP category of the Act 13 Educator Effectiveness report.
Lead Person/Position	Anticipated Timeline		
Director of Data and Analysis	07/01/2024 - 06/30/2027		

LEARNING FORMAT

Danielson Framework

This Step Meets the

Type of Activities	Frequency	Component Met in this Plan	Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	monthly data meetings and planning sessions with selected teachers		

SOCIAL-EMOTIONAL LEARNING

Action Step	Audience	Topics to be Included	Evidence of Learning
<p>MASD will evaluate current social-emotional practices to further strengthen and support activities that focus on emotional intelligence, communication skills, and empathy.</p>	<p>Professional, Support, and Administrative Staff</p>	<p>1. Self-awareness 2. Self-management 3. Social-awareness 4. Relationship-skills 5. Responsible decision-making 6. Mindfulness 7. Positive mindset 8. Emotional regulation 9. Empathy and kindness 10. Community engagement</p>	<p>Combining multiple sources of evidence provides a comprehensive view of the impact of SEL initiatives on students' social and emotional development. Evidence of learning may be observed through behavioral changes, academic performance, self-reflection, peer and teacher feedback, universal assessment data, and observations.</p>
Lead Person/Position		Anticipated Timeline	
<p>Director of Pupil Services</p>		<p>07/01/2024 - 06/30/2027</p>	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
<p>Professional Learning Community (PLC)</p>	<p>During in-service days, during PLC meetings, and staff meetings</p>		

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

TRAUMA-INFORMED CARE TRAINING

Audience	Topics to be Included	Evidence of Learning
All teaching staff and building administrators K-12	This session will focus on students who have experienced trauma, abuse, or mental illness and the challenges which can affect their ability to learn. MASD teachers and administrators will be led through the understanding of these challenges and how to offer guidance, and support in helping students make good choices and understand their specific needs.	Observation and practice within the classrooms, schools, and district level. Active engagement in training, classroom application and Act 48 Credit
Lead Person/Position		Anticipated Timeline
Director of Curriculum and Instruction, Director of Pupil Services		07/01/2024 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Ongoing	4f: Showing Professionalism 4e: Growing and Developing Professionally 4e: Growing and Developing Professionally	At Least 1-hour of Trauma-informed Care Training for All Staff

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		2a: Creating an Environment of Respect and Rapport 4f: Showing Professionalism	

TEACHING DIVERSE LEARNERS IN INCLUSIVE SETTINGS

Audience	Topics to be Included	Evidence of Learning
All staff	These training sessions will focus on the range of above or below average needs of students due to varying components such as physical, social/emotional, behavior, socioeconomic, multilingual learners, etc. Teachers will engage in professional learning that supports the needs of diverse learners and will continue to create a positive inclusive classroom environment.	Framework for Teaching Evaluation Process, Pedagogical Practices, Act 48 Credit

Lead Person/Position	Anticipated Timeline
Director of Pupil Services	07/01/2024 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
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Workshop(s)	ongoing	<p>3a: Communicating with Students</p> <p>3e: Demonstrating Flexibility and Responsiveness</p> <p>2a: Creating an Environment of Respect and Rapport</p> <p>3d: Using Assessment in Instruction</p> <p>2b: Establishing a Culture for Learning</p> <p>3c: Engaging Students in Learning</p>	Teaching Diverse Learners in Inclusive Settings
Collaborative curriculum development	ongoing	<p>3e: Demonstrating Flexibility and Responsiveness</p> <p>3a: Communicating with Students</p> <p>3c: Engaging Students in Learning</p> <p>2b: Establishing a Culture for Learning</p> <p>3d: Using Assessment in Instruction</p> <p>2a: Creating an Environment of Respect and Rapport</p>	Teaching Diverse Learners in Inclusive Settings
Inservice day	up to 6 days per year	<p>3a: Communicating with Students</p> <p>3e: Demonstrating Flexibility and</p>	Teaching Diverse Learners in Inclusive Settings

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		Responsiveness 2a: Creating an Environment of Respect and Rapport 3d: Using Assessment in Instruction 2b: Establishing a Culture for Learning 3c: Engaging Students in Learning	
Conference	as requested and approved	3e: Demonstrating Flexibility and Responsiveness 3a: Communicating with Students 3c: Engaging Students in Learning 2b: Establishing a Culture for Learning 3d: Using Assessment in Instruction 2a: Creating an Environment of Respect and Rapport	Teaching Diverse Learners in Inclusive Settings
Professional Learning Community (PLC)	ongoing	3a: Communicating with Students 3e: Demonstrating Flexibility and Responsiveness	Teaching Diverse Learners in Inclusive Settings

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		2a: Creating an Environment of Respect and Rapport 3d: Using Assessment in Instruction 2b: Establishing a Culture for Learning 3c: Engaging Students in Learning	

LANGUAGE AND LITERACY ACQUISITION FOR ALL STUDENTS

Audience	Topics to be Included	Evidence of Learning
All staff	Language and Literacy Acquisition training includes the ability to read, write speak and listen in a manner that allows one to communicate effectively and make sense of the world. Additionally, the five components of reading (phonics, phonemic awareness, vocabulary, fluency, and comprehension) are included with the science of reading.	Data analysis, assessments, PVAAS evaluations, MTSS referrals and student growth
Lead Person/Position	Anticipated Timeline	
Director of Curriculum and Instruction	07/01/2024 - 06/30/2027	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	up to 6 days per year	3c: Engaging Students in Learning 3a: Communicating with Students 3d: Using Assessment in Instruction	Language and Literacy Acquisition for All Students
Collaborative curriculum development	ongoing throughout the school year	3c: Engaging Students in Learning 3a: Communicating with Students 3d: Using Assessment in Instruction	Language and Literacy Acquisition for All Students
Professional Learning Community (PLC)	ongoing throughout the school year	3c: Engaging Students in Learning 3a: Communicating with Students 3d: Using Assessment in Instruction	Language and Literacy Acquisition for All Students
Workshop(s)	ongoing throughout the school year	3c: Engaging Students in Learning	Language and Literacy Acquisition for All Students

Type of Activities

Frequency

Danielson Framework Component Met in this Plan

This Step Meets the Requirements of State Required Trainings

		3a: Communicating with Students 3d: Using Assessment in Instruction	
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Conference

as requested and approved

3c: Engaging Students in Learning

Language and Literacy Acquisition for All Students

3a: Communicating with Students

3d: Using Assessment in Instruction

PROFESSIONAL ETHICS PROGRAM FRAMEWORK GUIDELINES

Audience	Topics to be Included	Evidence of Learning
All Staff	Professional Ethics Competencies (PE.1-8), Model Code of Ethics for Educators (MCEE) Principles 1-5 from the National Association of State Directors of Teacher Education and Certification website (NASDTEC), PA Code of Professional Practice and Conduct for Educators	Framework for Teaching Evaluation Process, Pedagogical Practices, Act 48 Credit
Lead Person/Position	Anticipated Timeline	
Director of Curriculum and Instruction	07/01/2024 - 06/30/2027	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	ongoing as required by the state	4f: Showing Professionalism 4d: Participating in a Professional Community 4e: Growing and Developing Professionally	

CULTURALLY RELEVANT AND SUSTAINING EDUCATION PROGRAM FRAMEWORK GUIDELINES

Audience	Topics to be Included	Evidence of Learning
All Staff	Sessions offered to staff will include the following topics: Unlocking Biliteracy: Nurturing School English While Honoring Home Language in Linguistically Diverse Learners, Cultural Competence: Embracing a Culture of Belonging, Differentiated SEL: Equity and Access for Students with Learning Disabilities	certificates provided by edWeb once the course is completed, classroom observation
Lead Person/Position		Anticipated Timeline
Assistant Superintendent, Director of Curriculum and Instruction		07/01/2024 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	ongoing as required by the state	2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 3e: Demonstrating Flexibility and Responsiveness	Common Ground: Culturally Relevant Sustaining Education

STRUCTURED LITERACY PROGRAM FRAMEWORK GUIDELINES

Audience	Topics to be Included	Evidence of Learning
Professional employees who hold instructional certificates in early childhood, elementary-middle level, PK-12 Special Education, English as a Second Language, and Reading Specialist	As defined by 22. PA.Code 49 structured literacy competencies will be included. These competencies are organized by area of instructional certification and focus on competency areas including at least six of the following for each certification area: essential principles and practices; phonological and phonemic awareness; phonics and word recognition; automatic, fluent reading of text; vocabulary; listening and reading comprehension; written expression.	School personnel will have the knowledge and ability to teach all students to read. Data will be analyzed to be sure that students are making adequate progress in evidenced-based intervention practices on structured literacy, reading comprehension and building content knowledge, the alphabetic principle, and phonological and phonemic awareness.
Lead Person/Position		Anticipated Timeline
Director of Curriculum and Instruction		07/01/2024 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	ongoing	3c: Engaging Students in Learning	Structured Literacy

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		3d: Using Assessment in Instruction 3a: Communicating with Students	
Collaborative curriculum development	ongoing	3c: Engaging Students in Learning 3d: Using Assessment in Instruction 3a: Communicating with Students	Structured Literacy
Professional Learning Community (PLC)	ongoing	3c: Engaging Students in Learning 3d: Using Assessment in Instruction 3a: Communicating with Students	Structured Literacy
Workshop(s)	ongoing	3c: Engaging Students in Learning 3d: Using Assessment in Instruction 3a: Communicating with Students	Structured Literacy
Conference	ongoing	3c: Engaging Students in Learning 3e: Demonstrating Flexibility and Responsiveness 3a: Communicating with Students	Structured Literacy

Type of Activities

Frequency

**Danielson Framework Component Met in
this Plan**

**This Step Meets the Requirements of State
Required Trainings**

PROFESSIONAL DEVELOPMENT PLAN ASSURANCES

Professional Education Plan Guidelines	Yes/No
Are the professional development activities aligned with the current and applicable Pennsylvania Core Standards or Pennsylvania Academic Standards? (22 Pa Code, Chapter 4)	Yes
Are the effectiveness of offerings evaluated through multiple measures of student achievement within the context of educator effectiveness to determine impact on student learning, educator effectiveness, and/or school performance? (Act 82 of 2012) aka (22 Pa Code, 19)	Yes
Are the professional development activities aligned to at least one component of one domain within the Observation and Practice Framework for Teaching?	Yes
Does the professional education plan contain a committee consisting of teacher representatives divided equally among elementary, middle and high school teachers chosen by the teachers, educational specialist representatives chosen by educational specialists and administrative representatives chosen by the administrative personnel? (Act 48, Section 1205.1)	Yes
Does the committee include parents of children attending a school in the district, local business representatives and other individuals representing the community appointed by the board of directors? (Act 48, Section 1205.1)	Yes
Was the professional education plan approved by the professional education committee and the board of the school entity? (22 pa Code, 49.16)	Yes
Does the professional development plan align with educator needs? (Act 48, Section 2)	Yes
Do the implementation steps cover at least a three-year implementation horizon?	Yes

Professional Education Plan Guidelines

Yes/No

Are the following professional development activities included in the Act 48 Professional Development Plan?

Language and Literacy Acquisition for All Students

Yes

Teaching Diverse Learners in Inclusive Settings

Yes

At least 1-hour of trauma-informed care training for all staff

Yes

Professional Ethics Program Framework Guidelines

Yes

Culturally Relevant and Sustaining Education Program Framework Guidelines

No

Structured Literacy Program Framework Guidelines

Yes

When is the first year the LEA will offer Structured Literacy Training to the staff?

2024-
2025

Who will receive the Structured Literacy Training in addition to the five required certifications (early childhood, elementary-middle level, special education, ESL, and reading specialist)?

Principals, Assistant Superintendent, Curriculum & Instruction Directors, Director of Pupil Services, Director of Data and Analysis, secondary school teachers (7-12) who hold an instructional certification in early childhood, elementary-middle level, pre-K, special education, ESL, and reading specialist

Is the LEA using or planning to implement Structured Literacy (Select One)?

Yes, full implementation.

EVALUATION AND REVIEW

DESCRIBE IN THE BOX BELOW THE PROCEDURES FOR EVALUATING AND REVIEWING THE PROFESSIONAL EDUCATION PLAN.

Moon Area School District teachers are offered a mix of online and on-site courses to accommodate different learning preferences through district-wide in-service days and the District Flex Day. The curriculum department ensures that the offerings align with current educational trends, technology integration, and pedagogical best practices. Teachers participate yearly in reviewing curricular materials, pacing, scope, and sequences, etc. They are encouraged by administration to actively participate in creating, revising, and enhancing the curriculum based on the latest educational standards and research. Administration provides resources and support for teachers to develop innovative and engaging teaching materials. Each year a budget is allocated for teachers to attend relevant professional conferences. Administration publishes key information regarding key conferences in education, curriculum development, and subject-specific areas. Teachers who attend conferences are encouraged to share their experiences and knowledge gained at conferences with their colleagues through presentations at grade level meetings, district in-services or workshops.

Professionally Related Graduate Level Coursework: Professionally related graduate-level coursework refers to academic studies at the graduate level that are directly related to a teacher's professional field.

Professionally Related Master's Degree: A professionally related master's degree is an advanced academic credential obtained after completing a graduate degree that specifically aligns with a teacher's professional field.

Curriculum Development Work: Curriculum development work involves the process of creating, revising, or improving educational curricular. This work includes designing the structure of the courses, selecting appropriate instructional materials, and aligning content with educational standards. Teachers engage in ongoing curriculum development work to contribute to shaping the learning experiences of students by ensuring that the curriculum reflects current pedagogical best practices and addresses the needs of diverse learners.

Professional Conferences: Professional conferences are events where individuals within a specific profession, such as education, gather to share knowledge, insights, and advancements in the fields. The topics may be related to teaching methodologies, curriculum innovations, and broader educational trends. The MASD Professional Education Plan was developed by a subcommittee of the District's Strategic and Comprehensive Planning Committee. Members included representatives from district teachers, administrators, members of the board of directors, students, and community members. The subcommittee was created by volunteers who showed specific interest in continuing to build capacity in teachers to drive the success of all MASD students. Through the implementation of

the MASD Professional Education Plan the needs of all members of the school entity, including those of diverse learners, will be met. The focus on targeted professional development, differentiated instruction, coaching, collaboration, technology integration, cultural competence, assessment, family engagement, and continuous improvement will collectively contribute to closing achieving gaps among students and fostering a more inclusive and effective learning environment. The district will continue to tailor professional development to address the unique needs of diverse learners, including English language learners and students in need of specially designed instruction. Ongoing trainings will be offered throughout the academic year to ensure sustained growth. Professional development will continue to have a strong focus on language and literacy acquisition. During teacher PLCs, collaborative planning among educators to share successful language and literacy practices will be encouraged. Additionally, teachers will be attending structured literacy training over the course of the next 3 years and will continue to develop their instructional practices based upon their new learning. Moon Area School District has created a comprehensive program to offer all professional employees opportunities for continuing education focused on teaching diverse learners in inclusive settings through careful planning, collaboration, and a commitment to fostering an inclusive learning environment. By gathering input from teachers, support staff, and administrators to understand the challenges they face and the skill they need to develop, MASD has created specific workshops targeted on these principles during in-service days. By partnering with external experts, educational consultants, and organizations specializing in diversity and inclusive education, the district has been provided with valuable insights and training resources. Teachers and administrators are encouraged to facilitate opportunities with their colleagues to share their experiences, successes, and challenges, fostering a culture of continuous improvement. Moon Area School District implements the PA Essential Practices for Schools: Indicators of Operational Implementation Practices when annually reviewing the Professional Development Plan. To foster quality professional learning the district relies on the practices including identifying professional learning needs through analysis of a variety of data. Professional learning is differentiated to support the professional growth of instructional staff, support staff, and school leadership. The district conducts a comprehensive needs assessment to develop its yearly plan for professional learning based on the academic, social, and emotional needs of its students. Multiple learning designs are employed to support the learning needs of MASD staff. For example, educators have opportunities to engage in instructional rounds, and to view and discuss video-based examples of exemplary teaching. Annually, professional learning opportunities are evaluated for effectiveness in improving professional practice and in meeting student outcome goals. Data is consistently collected and analyzed to connect the effectiveness of professional learning to the improvement of teacher practices. Through these essential practices, the district evaluates the efficacy of the professional development plan.

PROFESSIONAL EDUCATION PLAN ASSURANCES

We affirm that this Professional Education Plan focuses on the learning needs of each staff member to ensure all staff members meet or exceed high academic standards in each of the core subject areas.

Professional Education Committee Chairperson:

Date

I affirm that this Professional Education Plan provides staff learning that improves the learning of all students as outlined in the National Staff Development Council's Standards for Staff Learning.

Superintendent or Chief Administrative Officer:

Date